BULLETIN TO THE SCHOOLS

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COVER PICTURE: Vacation Days

Photograph by U. S. Forest Service

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor*

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Bulletin to the Schools

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Her Majesty's Modern Schools

Curriculum Chief Notes Differences between British and American Secondary Schools

GEORGE K. STONE
Chief, Bureau of Secondary Curriculum Development

AT FIRST I DIDN'T RECOGNIZE THEM — the simple red brick buildings nearly always set in a field behind the row of houses that line the street. At home I was used to seeing tremendous gymnasiums with classrooms attached, and ornately landscaped grounds stretching for hundreds of feet along busy streets and highways.

The typical British secondary school has the severely functional modern look, since a very large proportion of them were built since the war. It has a maximum capacity of about 500 and is coeducational if there are not more than this many pupils in the immediate community. A somewhat larger community will have two 500-pupil schools; one for girls and one for boys, and a city will have many such schools. It has airy, well-lighted classrooms and workrooms, a kitchen and lunchroom and a small gymnasium which doubles as an assembly hall. The physical education program is carried on outdoors on the cricket fields even in the coldest weather. Since the British are not accustomed to central heating they are immune to frostbite.

In Britain secondary education begins at the age of 11 years and is compulsory to the age of 15, with the prospect that the leaving age will soon be raised to 16. The great educational milestone in British secondary education was the Education Act of 1944 which provided for three separate types of schools: secondary technical schools, secondary grammar schools and secondary modern schools.

Previous to 1944 nearly all the secondary schools were of the first two types, with little or no provision for the vast majority of pupils who neither met the rigid requirements of the grammar schools nor had any particular interest or flair for industry and commerce.

Thus, on the one hand, secondary education in Britain is taking a somewhat different direction from that which it is taking in our country: the British are developing separate types of relatively small schools; we are going in for large comprehensive schools. On the other hand, the importance of providing a suitable educational program for all pupils is widely recognized in both countries and experience gained through the two types of attack should be mutually helpful.

Mr Stone has recently returned from a visit to England, where he studied the British secondary school.

Though the three types of British secondary schools are much alike physically, they differ greatly in aims and purposes. The educational program of the grammar school is designed for the 10 to 15 per cent of pupils who are willing to submit to rigid intellectual discipline. These pupils are attracted by the abstract approach to learning, and their abilities require a course with emphasis on books and ideas.

Some children, because of family background or aptitude or both, decide at an early age to make their careers in branches of industry, technology or agriculture. Others are attracted to commercial subjects, applied music or the practical arts. All these find their best opportunities in secondary technical schools.

Finally, the vast majority of children, perhaps as many as three-fourths, learn most effectively by dealing with concrete things and following a course rooted in their day-to-day experience. When they begin secondary school, few pupils display any special interests or aptitudes that are well enough marked to require any particular kind of course. The majority of such pupils do best in a kind of school which provides a good all-around education in an atmosphere which enables them to develop freely along their own lines. Such a school gives them a chance to sample a variety of " subjects " and skills and to pursue those which attract them most. It is for this majority that British secondary modern schools have been designed.

The British have one educational term that we might do well to import sometime. That term is " streams." In a well-developed secondary modern school there are sometimes as many as seven or eight streams (of pupils). One of the streams is sure to be made up of pupils who just missed passing the examinations needed for matriculation into the grammar schools and of pupils whose intellectual capacities were not mature enough for grammar school at the age of 11. When put in charge of a form master or form mistress imbued with the necessary drive and energy many of these pupils succeed in doing work of grammar school calibre and eventually qualify for entrance to the universities.

I found no consistent pattern in designating the different streams in the modern schools. The British show much more imagination than we do in meeting this problem. We seem to go no further than ability levels such as A, B, C or X, Y, Z. The British are much more subtle: in some schools the streams are designated by the initial of the form master or form mistress. In others it goes by some special element featured in the curriculum. For instance, if there are enough pupils interested in learning French and if there is a form master or form mistress who speaks fluent French, there will be a French stream. If there is a nursing school near-by and if there are girls interested in a nursing career, there will be a nursing stream.

Naturally I was curious about the curriculum, especially the perennial issue of the required or constants subjects. I learned that there were only two constants in the British curriculum: mathematics and religion.

I did not see any social studies classes in session so I asked about this subject. Yes, they had tried social studies years ago but had given it up. The trouble was that pupils learned a lot of history but almost no geography. Geography is something you must live with and adjust to; history, they say, is interesting but there is no evidence that its study has ever made anyone wiser.

One common element of the curriculum is the European trip that all pupils take before they reach the legal leaving age. The modern schools build many learning activities around this both in advance of

the trip and after it. During the month of April I saw dozens of bus loads of British pupils in Germany, Austria, Switzerland, Italy, France and elsewhere. The trip lasts two weeks and they finance the whole thing for about 60 pounds a pupil.

By long odds the most amazing sights I saw were the timetables in the headmasters' offices. In our language a timetable means a schedule of classes. A headmaster in a British school feels that it is his business to know every pupil and his problems. That is one of the reasons why relatively small schools are preferred and why guidance counselors are considered to be more or less nonessential. An examination of one of these timetables reveals that a given course may run anywhere from two days to ten or more years and that changes are made in it almost daily. Obviously the British have not yet heard of the Carnegie unit system.

I resolved that I would make no speeches and above all would scrupulously avoid being drawn into any comparison of the relative virtues of the British and American systems of education. But I was not prepared for the institution of afternoon tea which my American accent always seemed to make a little more diverting. Neither was I aware that after the tea was brewed it was customary to put foreign visitors on the grill in a good-natured way. A favorite leading question was what happened to the bill recently introduced into one of our state legislatures making it a misdemeanor to grant high school diplomas to pupils who had not learned to read and write. I didn't know whether the bill had become law or not, but I had no difficulty in seeing a moral in the situation.

Seeds for Democracy

Through a cooperative program established between American and Philippine groups of citizens working in the Seeds for Democracy project, Americans — garden club members, Girl Scouts, Boy Scouts, church groups, 4-H clubs, school children and thousands of interested individuals — are sending vegetable seed packets or money for the purchase of seeds to Seeds for Democracy headquarters in San Francisco, Calif. The packets are sorted there and shipped to Manila for distribution in the Philippines, where there is an acute need for vegetable seeds.

Full information may be obtained from the headquarters in San Francisco.

Three New Central Schools

Three central school districts have recently been approved by substantial majorities, making 457 central districts in the State as of June 1st. The new districts are:

Hills-Melville-Sweet Hollow Central School District, combining three union free schools in Suffolk county

Warwick Central School District, comprising one union free school district and seven common school districts in Orange county.

Ilion Central School District, made up of two union free school districts and one common school district in Herkimer county.

Encourage Use of Regents Examinations

In a move to encourage an increasing use of Regents examinations in the schools of the State, Dr Frederick J. Moffitt, Associate Commissioner for Elementary, Secondary and Adult Education, has sent a letter to superintendents of schools and principals of secondary schools in which the following recommendations are made:

1 All pupils who intend to seek admission to college should be required to take Regents examinations.

2 All pupils of average ability and above average ability should be encouraged and urged to earn a state high school diploma.

The letter in which these recommendations are made for the information and planning of school administrators follows:

There is positive and ample proof that the New York State system of Regents examinations has contributed in large measure to the high standards of instruction which have been maintained in New York State high schools. This state-wide examination system has been used with great success to measure pupil achievement, to serve as a basis for admission to college and as a supervisory device for maintaining and improving the quality of instruction in the major secondary school subjects.

Along with a vast growth and change in high school enrolment and along with improvements and expansions of the high school program, there have been corresponding changes in the character of Regents examinations and their use. The Regents examinations are designed to serve all high school pupils of *average and above average ability* in both the general and vocational areas of the curriculum.

In order to maintain and improve standards of high school instruction, the following recommendations are emphasized for use of Regents examinations:

All pupils who intend to seek admission to college should be required to take Regents examinations. Various studies clearly indicate the superiority of Regents examination marks over other criterions as predictors of achievement in college.

While the schools of the State are authorized to issue "local" diplomas to those pupils who complete courses of study geared to their special needs, all pupils of average ability and above average ability should be encouraged to earn a state high school diploma.

It is strongly urged that general use be made of the Regents academic examinations in all schools and in all high school years. It is appreciated that the number of pupils in any one high school who should take the Regents examinations will differ with the needs and abilities of the pupils enrolled in the schools, and the character of the courses offered. However, it is reasonable to expect that in each school system the Regents examinations will be administered to at least half of the pupils enrolled in senior high school.

Finally, it is pointed out that under section 21 of the Regents Rules relative to apportionment, no school district shall receive any apportionment unless it makes general use of the Regents examinations in the eleventh and twelfth years.

The Education Department is eager to be of help to school administrators in their endeavors to maintain and improve the standards of instruction during these years ahead when it is of very great importance that our youth develop the skills and the disciplines which will carry them into alert, intelligent citizenship in our democracy. We welcome your suggestions and comments in our further planning toward these objectives.

A testimonial dinner honoring Jerome J. Brainerd, who retired in 1953 as district superintendent of schools of the second supervisory district of Lewis county, was held on May 5th in Lowville.

Volume of Johnson Papers Published

Two eventful years of colonial Indian affairs, 1764–65, are covered in Volume XI of the Sir William Johnson Papers, publication of which was announced recently by the Division of Archives and History of the Department.

At the same time the Board of Regents announced that a reception would be held at Johnson Hall, Johnstown, at 2 o'clock Saturday afternoon, June 26th, upon the occasion of the formal reopening of the hall following its restoration.

Continuing the series of documents relating to the administration of Indian affairs in the northern colonies, Volume XI of the Johnson papers fills a gap in the original publication of documents caused by the Capitol fire of 1911. Drawn from such collections as the Indian Records of the Canadian Archives in Ottawa, and the Gage Papers of the Clements Library, Ann Arbor, Mich., these documents present much new material which illumines the years from the Pontiac uprising to the first rumblings of the Revolution.

"Johnson had held the Six Nations of the Iroquois in allegiance to the English, an allegiance that was to continue throughout the War of the Revolution. British settlement and trade were moving westward into the valleys of the Ohio and Mississippi. Through his agents and the commandants of the various military posts, Johnson was winning the friendship and support of the western Indians, spreading trade and settlements into the valleys of the great rivers, and building the foundations of a potential British empire in America. The period following the French and Indian War was truly a time of constructive effort." (From the Preface by Dr Albert B. Corey, State Historian)

This volume will be followed by another which will conclude the chronological series of the Johnson Papers. Two additional volumes are planned to contain addenda, aids in the use of the documents and an index.

The editorial work has been done by Dr Milton W. Hamilton, senior historian of the Division of Archives and History.

The volume contains 994 pages, has 12 illustrations of portraits and contemporary maps, and sells for $5.25. It may be ordered from the New York State Library, Albany.

Basic School Filing System

A basic school filing system that has been worked out by personnel of the Division of Archives and History and tested in a number of schools is being released to the schools.

School administrators interested in improving their filing systems can secure from the Division of Archives and History a manual describing the system and setting forth instructions for its installation.

The basic school filing system is a subject-matter classification which brings together related records. Also included is a means providing administrative control of records which are located outside the central files in various offices, buildings or places of protection or storage. The system can be adapted easily to any size school district.

Installation of the basic school filing system is on the summer agenda of many schools.

Army Reserve Plan Explained

The advantages to a high school or college student of belonging to the Army Reserve are pointed out in a statement by Colonel H. A. Cooney, Chief of the New York Military District. It is recommended that superintendents of schools and high school principals take advantage of the services offered by unit advisers in the Army Reserve who are stationed throughout New York State and who will gladly furnish additional information and advice upon request. Colonel Cooney's statement follows:

The Selective Service Act of 1948, as amended by the Universal Military Training and Service Act of 1951, provides that all males between the ages of 18 and 26 years must register for Selective Service. They are subsequently subject to induction into the Armed Forces of the United States. Since June 19, 1951, every male person under 26 years of age who is inducted, enlisted or appointed in the Armed Forces incurs an eight-year military service obligation which is fulfilled by two years of active military service and six years in the Reserves. The vast majority of these individuals serve in the Army and are then transferred to the Army Reserve.

Upon release from active service the individual is placed in the Ready Reserve category of the Army Reserve to fulfil the balance of his obligation. The Ready Reserve consists of units and individuals available for prompt recall to active duty in time of war, or in time of national emergency declared by the Congress or proclaimed by the President, or as otherwise authorized by law. The individual can not reduce his total obligation, but he can reduce his vulnerability for recall to active duty by actively participating with a reserve unit for the number of years which when added to his active duty time totals five years. He can then transfer to the Standby Reserve for the balance of his obligated service. The Standby Reserve consists of individuals available for recall to active duty in time of war or national emergency declared by the Congress, or as otherwise authorized by law. It is not subject to recall by a Presidential Proclamation such as the Korea police action.

The student approaching his seventeenth birthday will do well to examine the Army Reserve Program with the view of enlistment at 17 to immediately commence fulfilment of the eight-year service obligation. If he enlists, by the time he is required to register for selective service he has already cut a year from his obligation. Enlistment will not affect his Selective Service status. He will attain a normal position on selective service lists, but will not be called by that agency any sooner than he would be called had he not joined the Army Reserve. However, when he receives notice of impending induction, all he needs to do is request active duty in his reserve rank and branch of service. By furnishing his Draft Board copies of his active duty orders, he will be relieved of his obligation to that agency.

When he goes on active duty the young reservist enjoys considerable advantage over the selectee. He is already in an advanced pay grade, he may well have completed all of his basic training as a reservist, and he more readily adjusts to daily military life. Upon release from service he has a head start in completing his obligation. The reservist who enlisted at 17 will complete his obligated service by the time he is 25 years old. The selectee who begins his obligation when inducted may be obliged to serve in reserve status until his 27th to 34th birthday, depending on his age at time of induction. Furthermore it is possible for a reservist assigned to a reserve unit to complete his Ready Reserve requirement (three years) prior to being drafted. Then when he returns from his two years on active duty he will qualify immediately for assignment to the Standby Reserve and not be vulnerable for recall except in an all-out war. Obviously, the reservist, his family and his employer can plan for the future much more readily than can the selectee, his family and his employer.

The Army Reserve is an effective way of combining the civilian and military requirements of our democratic way of life.

New Design for School Administration

Cooperative Project Aims at Developing Sound Concept of the Man, the Job and the Social Setting

ERNEST F. WEINRICH
Associate Coordinator of Education Research
LEON OVSIEW
Associate in Education Research

THE COOPERATIVE DEVELOPMENT OF Public School Administration project is a special effort, cutting across existing organization lines, to cope with a problem of crucial importance to all of us in and interested in education in the State. The problem which CDPSA has been striving to illuminate is a big one: What can be done in New York State to improve public education by improving the quality of school administration? In the effort, a great foundation through its agency, the Cooperative Project in Educational Administration at Teachers College, Columbia University, the State Education Department, the New York State Teachers Association, the New York State School Boards Association, the New York State Council of School Superintendents and the Central School Principals Association have made common cause. Thus, the public-at-large, the public on school boards, the teachers, the administrators and the professional schools are all making the problem their business, and demonstrating that they mean business by contributing money and services, as well as time, thought and energy for the common purpose.

Nor is this all, for lately CDPSA has been able to capitalize upon the interest and concern of the Secondary School Principals Association and the Elementary School Principals Association by adding a representative of each organization to the joint committee, the policy-making body which guides the CDPSA program. Also, at its recent meeting, the State Association for Supervision and Curriculum Development by resolution pledged its cooperation with CDPSA, and authorized its president to appoint a committee to explore ways by which to manifest interest and support.

The Plan for the Study

CDPSA's extensive support is reflected in the extended scope of its program of studies. The plan for the study may be most readily understood by seeing it this way:

The Problem

How can the quality of school administration be improved?

Solving the Problem through These Research Studies in School Administration

- *a* Developing a sound concept of the *man*, the *job* and the *social setting*
- *b* Recruiting, selecting and educating the *man* for the *job*
- *c* Licensing the *man* for the *job*
- *d* Staffing the *job*
- *e* Continuing the professional development of the *man* in the *job*

Perhaps definitions of several terms are necessary. First, by *man* and *job* certainly we mean a number of persons and a number of tasks. Second, we assume that all five of these studies are in-

tegral, representing only different aspects of the same concerted effort. Third, we recognize that no existing group alone can make significant progress toward an ideal stature for the chief school administrator without the help of many other agencies. And, fourth, we are certain that CDPSA must be a research program leading to action. Any evaluation of the success of CDPSA can not be reckoned by its involvement of people or agencies alone; it must rather depend upon demonstrable improvement in behavior, in professional standards, in educational programs and in the quality of schools.

The CDPSA Program to Date

What is being achieved during CDP SA's first year?

1 Some 1300 persons, professionals and nonprofessionals, examined carefully, in 25 day-long institutes, a new concept of the *job*, the *man* and the *social setting*. CDPSA's Resource Manual 1, A Developing Concept of the Superintendency of Education, was the vehicle for the presentation. With only a few suggestions for modification, they approved it.

2 A Report of Progress summarizing the discussions was prepared by the CDPSA staff from recorders' notes. Copies were made available to boards of education, chief school administrators and the cooperating colleges.

3 A series of seminars in five graduate professional schools of education examined a new conception of basic professional education in Resource Manual 2, Toward Improved Preparation of Administrators for Education in the Public Schools. The five schools are the members of the CPEA Council of Associated Colleges: University of Buffalo, Cornell University, New York University, Syracuse University and Teachers College, Columbia University. An interim report and their planned and potential changes in program will be published in July 1954.

4 A subcommittee on certification has been preparing recommendations for strengthening standards and procedures for licensing administrators. A discussion guide embodying these recommendations will be published in September 1954.

5 With the help of a number of persons representative of education and business, CDPSA is studying the staffing of schools for administrative and supervisory services.

A Look to Next Year

This quick accounting reveals CDPSA in the midst of an ongoing program, hoping to consolidate the gains of its first year by the resolution of its second.

1 The concept of the *job*, the *man* and the *social setting* needs wide understanding. Thus, in the fall, boards of education and professionals will study the concept for implications for devising better practices.

2 The graduate professional schools will continue to study and to improve their programs. The seminars using Resource Manual 2 only began the analytical process. As other findings in licensing for administrative service, staffing for administration and supervision and continuing the professional development of administrators take shape, the graduate professional schools must make adaptations in their programs. This they will be continuing to do.

3 In the fall, the recommendations of the certification committee will be submitted to the critical appraisal of professionals and board members. CDPSA expects some revision. Then, recommendations go to the State Education Department for action.

4 Staffing is due for a most searching analysis. CDPSA hopes to recommend

a number of staffing patterns which will embody the best it can learn about how schools can provide optimum administrative service. CDPSA hopes to provide models for local adaptation by school boards and their chief executives throughout New York State.

5 Continued professional development will get a close look, for CDPSA knows that helping the man on the job is perhaps the quickest way to realize improvement in administrative quality.

The CDPSA program is an ambitious one. Now, after only nine months of its allotted 24, much remains to be realized. If CDPSA seems to show an attitude of confidence in its vision of achievement it is only because active support from its sponsors and from people throughout the state has been powerful and steady.

New York Is Leader in Education

New York State ranks high in educational opportunity, according to a nationwide study of the National Education Association reported in a bulletin entitled Educational Differences among the States. New York stands out as one of the leading states in most phases of the survey and as the leader in many.

In more than half the states in the United States, adults 25 years of age or older have had eight or more years of schooling, according to the 1950 Census. Ranking 13, New Yorkers have an average educational attainment of 9.6 years of formal schooling — almost sophomore high school level. The study also shows that 7.4 per cent of New Yorkers have at least four years of college, thus putting them in fourth place in the country in this respect.

New York State attracts well-trained teachers to its schools by offering them an average yearly salary of $4650, which is second highest in the Nation and $1000 more than the national average in 1953–54. In spite of some overcrowding, the State ranks high in the matter of teaching load with only 21.0 pupils per teacher. The average for the country is 24.1. New York State teachers are better trained also, with only 6 per cent of the elementary teachers having less than four years of college. This places New York fourth in this respect. The national average is 31.8 per cent.

New York leads the other states in the amount of income behind each pupil in average daily attendance and has the largest income per child of school age. It ranks at the top for the amount spent per pupil in average daily attendance in school and 10th for per capita school expenditures for public elementary and secondary education.

In the average money value of school buildings and equipment for each pupil enrolled in elementary and secondary schools New York leads all the states with $790 for each pupil. The United States average is $454.

In the United States about 5½ million children between the ages of 5 and 17 were not enrolled in school in 1950. The percentage of school age children enrolled and attending New York State schools is 84.8, while the national average is 82.7. New York State pupils attend schools 159.1 days a year, a little better than the United States as a whole, where attendance is 156.8 days.

State Support for Public Schools

Director Gives Why and How of State Aid for Education in Capsule Form

THEODORE C. WENZL
Director, Division of School Financial Aid

IN A WAY, AN EXPLANATION OF STATE aid for education in New York State should never be attempted in capsule form. The subject has manifold ramifications and is replete with complexities. There are more than 50 references to state aid in the Education Law, and in recent years hundreds of bills relating to state aid and school finance have been introduced yearly in the Legislature. Therefore, this article is in the nature of an experiment aimed at securing a simple and brief explanation of the basic elements of the subject.

Article XI of the New York State Constitution contains the sentence, "The Legislature shall provide for the maintenance and support of a system of free common schools, wherein all the children of this State may be educated." Through this constitutional provision, public education is a state function. The Legislature delegates most of its powers in this connection, however, to boards of education in local school districts, while at the same time it retains responsibility for seeing that a foundation program of education adequate for the needs of all the children in the State is maintained.

New York State contributes directly to the fiscal support of its public schools. Money for the support of the schools of the State is appropriated annually by the Legislature. The funds for these appropriations are derived from state taxation and from the interest on the United States Deposit Fund, the Literature Fund and the Common School Fund. The interest from these permanent school funds, however, provides only a very small portion of the amount required for the state aid payments prescribed by the Education Law. The state appropriations derive in the main from the General Fund, which is made up of income from personal income taxes; general business taxes (corporations, utilities, unincorporated businesses, special franchises, banks and insurance businesses); excises on consumption (motor vehicles, motor fuel, alcoholic beverages and cigarettes); taxes on transfers and exchanges (estates, stocks and pari mutuels); other taxes (racing, motion pictures, boxing etc.); and miscellaneous revenues such as revenues of general departments, refunds, reimbursement and property sales.

For the school year ending June 30, 1953, the state aid for the public schools amounted to approximately $279,363,000. For the same school year the total public school expenditures, exclusive of moneys received from bond sales and certificates of indebtedness, were approximately $760,000,000. In short, in that year, the State supported about 37 per cent of the costs for public education. The school districts supported about 62 per cent through local taxation, and about 1 per cent came from federal sources. Most of the local income for the support of public schools comes from local property taxes.

About half of the state aid for public education, however, may be considered as a distribution of the above-indicated state taxes, thereby relieving the local property tax. In 1947 sales taxes for educational purposes were made permissive on county and city levels. To date, Erie and Monroe counties and the cities of New York, Niagara Falls, Syracuse and Poughkeepsie have instituted these sales taxes.

The annual state appropriation for the support of public schools is apportioned by the State Education Department. Various quotas and special types of aid are apportioned as follows: equalization quota, building quota, transportation quota, academic tuition quota, elementary tuition quota; and there are allotments for handicapped children, county vocational boards, boards of cooperative educational services, school hygiene districts, nonsectarian orphan asylums and nonpublic schools for academic attendance. Of these quotas and allotments, the equalization quota represents about 93 per cent of the total.

It was indicated above that about half of the state aid for public education provides relief for the local property tax burden. The other half provides for the equalization of educational opportunity in the State. The equalization quota is based upon distributing aid in inverse proportion to the local taxpaying ability within a foundation program. This foundation program is the acceptable minimum educational program in which the State will participate. Under the 1951 equalization formula it represents about $247 per pupil ($20 for grades 1–6 and $274 for grades 7–12) in average daily attendance. The actual valuation of real property behind each pupil in average daily attendance is the basic measure of local ability. In general, districts having the lowest valuation per pupil in average daily attendance receive relatively the greatest state aid per pupil in average daily attendance within the foundation program. With a foundation program level of $247 and an equalizing deduction of 6.20 mills, this principle may be illustrated as follows:

	Valuation *A*	*6.2 × A* *B*	*$247.00 — B* *C*
Low valuation district			
Full value per pupil	$ 4,000	...	...
Equalizing deduction	...	$ 24.80	...
State aid per pupil	...	...	$222.20
Middle valuation district			
Full value per pupil	10,000	...	...
Equalizing deduction	...	62.00	...
State aid per pupil	...	...	185.00
High valuation district			
Full value per pupil	20,000	...	...
Equalizing deduction	...	124.00	...
State aid per pupil	...	...	123.00

NOTE: For very high valuation districts at about $22,000 valuation per pupil and beyond, the straight equalization principle does not apply. Such districts received the so-called "flat grant" or guaranteed minimum of $112.50 per pupil ($96 for grades 1–6 and $129 for grades 7–12).

George Hopkins Bond Dies

Dr George Hopkins Bond, former member of the New York State Board of Regents, died May 8th at his home in Syracuse. Regent Bond, a senior partner in the law firm of Bond, Schoeneck and King, was 80 years old. He had resigned from the Board of Regents in February 1953 for reasons of health.

One of the organizers and early presidents of the New York State Association of District Attorneys, Regent Bond also served as president of the New York State Bar Association in 1937.

Born in Syracuse in 1873, Regent Bond was graduated from Syracuse University in 1894 with the degree of bachelor of philosophy. He later earned the degree of master of philosophy and in 1897 was graduated from the university law school with a degree of bachelor of laws. In 1930, his alma mater conferred upon him the honorary degree of doctor of laws.

George Hopkins Bond

Soon after graduation from college, Regent Bond began the practice of law in Syracuse and in 1908 became Onondaga County district attorney. In 1915 he was named special deputy attorney general by Governor Whitman, serving for two years.

Elected to the Board of Regents in 1930, Regent Bond served 23 years, during which he was active in all the work of the Board.

An honorary president of Syracuse Chapter, Sons of the American Revolution, for a number of years, Regent Bond was honored by this society with the presentation of a gold medal in token of the services he rendered the State of New York as a member of the Board of Regents.

In a resolution adopted at its meeting on March 27, 1953, the Board of Regents paid tribute to Regent Bond as follows:

> The records of the Board of Regents over the years set forth clearly the story of his many and important activities in the educational service of the State.
>
> Highly respected through the years by all his associates on the Board of Regents, in addition he was greatly endeared to them by his personality and fine qualities.
>
> His pleasing personality and fine sense of humor made him a host of friends and a delightful, as well as earnest and effective coworker.
>
> His outstanding trait was his unswerving loyalty to his friends, his associates and the institutions and causes in which he was interested.

Regents Charter Mobile Art Museum

An art museum on wheels bringing small exhibits of the finest paintings, sculpture, design and crafts into every school yard of New York State is the purpose of a new organization which received a provisional charter from the State Board of Regents at its meeting on May 21st. The new corporation is named Artmobile, Inc. Originators of the new program are George Kimak, museum-trained teacher of art at Baldwinsville Academy and Central School, and Barbara Chapin, book designer and director of Carnival Caravan, of Wellsville. It has the support of the New York State Art Teachers Association, the New York State Division of the American Association of University Women and other professional groups, museums, schools and individuals. Headquarters are to be located in the Keith Theatre Building in Syracuse.

The charter granted by the Regents states that the purposes of the new corporation are " to stimulate, disseminate and develop art education and to foster, promote and develop an appreciation and understanding of the arts among children and adults through the medium of mobile museums."

The plan calls for starting with one exhibit bus with exhibits selected by teachers to broaden understanding not only of art but also of other studies. Evenings the mobile museum will be available for adult groups for art appreciation studies and for work in various art mediums.

There are 13 trustees. Besides Mr Kimak and Miss Chapin, they are Florence B. Gilfether, Elmira, president of the state division of the American Association of University Women; Marjorie A. Lush, director of art, Rochester, and president of the New York State Art Teachers Association; Regina Gates, art teacher, Port Byron; Linn Phelan, art teacher, Alfred-Almond Central School; Vincent J. Popolizio, state supervisor of art education; Elbert Ryerson, director of art, Elmira; Anna W. Olmsted, director, Syracuse Museum of Fine Arts; Ruth Sherwood, executive secretary, Volunteer Center, Syracuse; Joseph Mondo, lawyer, Syracuse; Paul H. Benedict, principal, Baldwinsville Academy and Central School; Gertrude H. Moore, director, Rochester Memorial Art Gallery.

At the May meeting of the Board of Regents a provisional charter was granted to Catherine McAuley Junior College, Rochester. This is to be a junior college for members of the religious community of the Sisters of Mercy and will conduct courses of study leading to the degree of associate in applied science.

The McQuaid Jesuit High School, Rochester, received a provisional charter as a private secondary school for boys.

A provisional charter was also granted to the Community Nursery School of the North Shore, located in Albertson, Nassau county.

The Regents granted an absolute charter to the Bellmore Memorial Library in Bellmore, to replace the provisional charter granted in 1948.

The Board granted an absolute charter to the Cardinal Farley Military Academy at Rhinecliff, which received a provisional charter from the Regents in 1943.

An absolute charter was granted to the Rensselaer County Junior Museum, Troy, " to foster interest among the children of the community in its social, cultural and civic aspects, primarily in the field of the arts, history and natural science."

The charter of Pace College in New York City was amended to permit the

college to confer the honorary degrees of doctor of commercial science and doctor of civil law.

The Regents extended for five years from December 17, 1953, the provisional charter originally granted in 1948 to the Brownville-Glen Park Library Association in Brownville.

The Board adopted a resolution authorizing the Hebrew Union College-Jewish Institute of Religion, New York City, to confer degrees of bachelor of sacred music and master of sacred music.

The Board confirmed the action of its committee on charters, law and legislation in taking action on several charter matters. These included an amendment of the charter of the Bialik School, Brooklyn, changing the name to Bialik School of Flatbush Jewish Center. Also confirmed was the action of the committee extending for two years from October 19, 1953, the provisional charter of the National Serigraph Society, Inc., New York City. This is a society incorporated for the promotion of serigraphy as an art form and the dissemination of information about serigraphy.

Provisional charters valid for five years were granted to the Garden City Nursery School and the Rockland County Christian School Society at Monsey.

Regents Approve Bond Issues

Five bond issues totaling $8,804,500 for the acquisition of school sites, the erection and equipment of school buildings and the purchase of a school bus were approved by the Board of Regents on May 21st as follows:

Interlaken Central School District, an issue of $550,000 for the construction of an elementary school and an addition to the present school building

Sodus Central School District, an issue of $10,500 for the purchase of a school bus

Union Free School District No. 1, Town of Huntington, Suffolk County (Elwood), an issue of $620,000 for the construction and equipment of a new elementary school

Union Free School District No. 13, Town of Huntington, Suffolk County (South Huntington), an issue of $111,700 for the acquisition of a school site; $3,008,300 for the construction and equipment of a junior high school; $2,646,000 for the acquisition of three school sites and construction and equipment of three elementary schools; total, $5,766,000

Union Free School District No. 23, Town of Oyster Bay, Nassau County (Massapequa), an issue of $1,350,000 for the construction of an elementary school; $58,000 for the acquisition of a site; $450,000 additional for the construction of a higher school; total $1,858,000.

In addition the Board of Regents confirmed the action of its committee on planning and administration in granting consent to the issuance of bonds and approving bond issues for three school districts for a total of $5,928,000. This makes a grand total of $14,732,500 in bond issues approved by the Regents in May. These three bond issues are:

Holland Patent Central School, an issue of $530,452 for a new elementary school; $136,860 for an addition to the school building; $42,688 for an addition to the garage, industrial arts and agricultural shop building; total $710,000

Shrub Oak Central School, an issue of $165,000 to complete a school construction program

Union Free School District No. 3, Town of Hempstead, Nassau county (East Meadow), an issue of $3,000,000 for the construction of a new junior high school; $2,000,000 for the construction of a new junior high school; $53,000 for the completion of the construction and equipment of the Barnum Woods School; total $5,053,000

Appointment to State Boards

Appointments to several state boards and state committees were made by the Board of Regents on May 21st.

The Regents appointed Harry L. White of Brooklyn to the State Board of Examiners of Certified Shorthand Reporters for the unexpired term ending December 31, 1956, left vacant by the resignation of Clement A. Munger of Albany.

The Regents appointed William P. Stowe of New York City to the State Board of Certified Public Accountant Examiners for a term of five years beginning April 18, 1954, to succeed Winfield McKeon of New York City. The Regents appointed Frederick Horn of New York City to the State Board of Certified Public Accountant Examiners for the unexpired term ending April 17, 1955, left vacant by the resignation of Joseph I. Lubin of New York City.

Dr James Craig Potter of Rochester was appointed to the Medical Grievance Committee for the unexpired term ending December 31, 1956, left vacant by the resignation of Dr Norman C. Lyster of Norwich.

To fill the vacancy on the Examination Committee for Public Librarians' Certificates caused by the expiration of the term of Julia Sauer of Rochester the Regents appointed Ruth L. Adams, of the Schenectady County Public Library, for a term of five years beginning March 1, 1954.

Regents Register High Schools

The Board of Regents at its meeting on May 21st admitted the Millbrook School at Millbrook to The University of the State of New York as a registered secondary school of high school grade. The Regents also admitted the Onteora Central School at Boiceville as a registered six-year high school and Yeshiva of Flatbush High School of Brooklyn as a registered secondary school of high school grade.

The name of the Manhattan High School of Women's Garment Trades of New York City was changed by the Regents to Mabel Dean Bacon Vocational High School. This vocational school was also advanced by the Regents from a two-year industrial high school to four-year industrial high school grade.

The Regents also advanced the Lima Union Free School at Lima from a three-year high school to four-year high school grade.

The Regents changed the names of schools as follows:

Marlboro High School, Marlboro, to Marlboro Central School

Milford High School, Milford, to Milford Central School

St Johnsville High School, St Johnsville, to St Johnsville Central Rural School

West Seneca High School, Buffalo, to West Seneca Central School

Staff Active in National Conferences

Members of the staff of the State Education Department took an active part in the national conferences of the Society of State Directors for Health, Physical Education and Recreation, the American Association for Health, Physical Education and Recreation and the National Conference on Facilities for Athletics, Recreation, Physical and Health Education held in New York City April 17th–23d.

At the Conference of State Directors, Dr Frederick J. Moffitt, Associate Commissioner of Education, gave the principal address. Clyde E. Cole, associate in health and physical education, served on the program committee. Caswell M. Miles, Chief of the Bureau of Physical Education, received a scroll in recognition of pioneer efforts, contributions and aggressive leadership ability in advancing health, physical education and recreation programs.

At the conference of the American Association for Health, Physical Education and Recreation, Dr George H. Grover, Director of the Division of Health and Physical Education, served on the panel of the program presented by the Phi Epsilon Kappa Fraternity and as moderator for one of the three panels on public relations. Mr Miles served on the panel for the Public Recreation Section and was elected chairman of the section for the next two years. Marie Schuler, associate in physical education and recreation, helped conduct the workshop for elementary school physical education programs and served as summarizer of one of the panels on public relations. Frances R. Stuart, assistant in physical education and recreation, worked with the committee of classroom teachers on the physical education program for the elementary schools. Other members of the staff participated in discussions on athletics for the elementary, junior and senior high schools and programs for physical education, health education, safety and recreation offered by the four divisions and 26 sections of the association. Approximately 5000 delegates attended the sessions.

At the meeting of the National Conference on Facilities, Mr Miles was reelected chairman and Superintendent T. James Ahern of Mamaroneck was elected representative of the American Association of School Administrators. The conference is made up of 14 national organizations including the National Education Association, the American Institute of Park Executives, the American Society of Planning Officials and the National Conference on Schoolhouse Construction.

Nurse-Teacher Records

School nurse-teachers have been asked to complete personnel cards every two years. The Bureau of Health Service has need for current data on pupil load, new school assignments, certification, salary increments, additional education experience, addresses and professional memberships. Administrators are asked to remind their school nurse-teachers to return the new personnel cards to the Bureau of Health Service.

Vocational Educators Meet

The twentieth annual convention of the New York State Vocational and Practical Arts Association met in Buffalo, April 7th–10th. The convention theme —" Where Education Meets with Labor and Management as One Great Team " — won popular acclaim by representatives of industry, labor and education.

The conference program is designed to foster a professional exchange of ideas and to secure the assistance of specialists, consultants, teachers, supervisors and administrators in the dissemination of information on tested modern educational practices and standards in the various fields of vocational education.

The medallion of the association, given for outstanding service to vocational education, was awarded to Blanche Nechanicky, associate in industrial education of the State Education Department, for her contributions to the state and national associations.

Kenneth McFarland, educational consultant to General Motors, who delivered the main banquet address on " The Relation of Morality to Economics," emphasized that, in addition to teaching the fundamental skills and technical knowledge to youth, educators have the important responsibility of the development of proper occupational attitudes.

In the sectional meetings held during the remainder of the conference, recent developments in various fields were presented through speakers and panel discussions. The adult vocational education group considered the following aspects of apprenticeship: establishing appropriate standards, establishing appropriate related supplemental instruction programs and goals in the improvement of apprentice training program.

The agriculture group heard Dr Van Hart of Cornell University present the outlook for agriculture in 1954.

The need for curriculum adjustment in business education and the tailoring of distributive education in the school to fit the community in which it is situated, were the problems of main concern to the business and distributive education section.

The needs of adolescent boys and girls and the meeting of those needs in existing and proposed courses in homemaking were the chief topics discussed in the home economics group.

The high point of the industrial arts section was the textile clinic in which over 400 persons enthusiastically participated in the fabrication, weaving and printing of textiles.

The strong connection between sound guidance practice and vocational education was emphasized by the presentation of a new structural dexterity test to select machine shop students in the section on vocational-industrial education for boys.

Demonstrations of various aspects of girls' vocational-industrial education followed by group discussion on the topics demonstrated and a fashion and beauty culture show by pupils were the main events of the program for the section on vocational-industrial education for girls.

A special feature of the convention was the presentation of citations to a number of industry and labor groups in recognition of the partnership which exists between industry, labor and education.

Future Farmers Receive Awards

The New York Association of Future Farmers recognized excellence in farming achievement in a ceremony at the State FFA convention banquet held in Cobleskill on May 1st. In the center above, Carl Gregory of Walton is accorded the honor of Star State Farmer; on his right, William Pulver of Pine Plains is recognized for accomplishment in dairy farming; and next, Eugene Rosman of Middletown won the farm mechanics award. On Gregory's left, Lawrence Cook of Greenville is honored for accomplishment in soil and water management and next to him Hillis Johnson of the South Kortright Chapter receives the Farm and Home Safety award for the chapter.

The certificates and cash awards of $100 each were provided to the individuals by the National FFA Foundation. They were selected from the 130 boys honored with the Empire Farmer Degree of the association. Fifty dollars was awarded the South Kortright Chapter for promoting farm and home safety. Forty-one boys and 13 chapters were recognized with special awards at the banquet.

Regents Name Advisory Committee

The Regents on May 21st appointed a temporary advisory committee of five district superintendents of schools to help the State Education Department with a study of the status of the district superintendent and school district reorganization. The committee consists of the following superintendents: Olin Bouck, Newtonville, Albany county; James W. Codding, Chazy, Clinton county; A. W. Harkness, Snyder, Erie county; DeVillo Sloan, Elbridge, Onondaga county; Harry B. Ward, Riverhead, Suffolk county.

Conference on International Service

A conference sponsored by the American Home Economics Association on the Home Economist in Expanding Programs of International Service was held at Teachers College, Columbia University, May 10th–12th. This working conference brought together key people from many associations and international programs to consider the opportunities and problems connected with our assistance to students and visitors from abroad and our own services in other countries.

Dr Harold E. Stassen, director, Foreign Operations Administration, addressing the conference, declared that "programs geared to women's roles in the economies and lives of people in countries with which the United States is cooperating offer a major contribution toward our international objectives which has not been adequately utilized."

Since this was a working conference, the group was organized in five areas. The following homemaking teachers were invited to participate in the conference in order to have a classroom teacher available in each of the groups: Dorothy M. Bacheller, Mamaroneck High School; Mrs Ruth Lauroesch, Suffern; Mrs Eleanor Peterson, Drum Hill Junior High School, Peekskill; Mrs Harriet Kupferberg, Kensington School, Great Neck; Mrs Justina Flynn, Lawrence High School.

Refresher Conference

The 1954 refresher conference for homemaking teachers, sponsored cooperatively by the Bureau of Home Economics Education and the home economics division of a college in the State, will be held this year at the State Teachers College at Plattsburgh, July 7th–10th.

The refresher conference will be opened by Dr George W. Angell, president of the college, and Louise M. Norton, director of the Division of Home Economics Education. The theme is: "Homemaking Education in the Early Secondary Program." Dr Edward E. Redcay, dean of the college, will discuss "Concerns of Early Adolescence" to help the homemaking teachers better determine the early secondary program in homemaking education.

Future Homemakers

The ninth annual meeting of the New York State Association of the Future Homemakers of America at the State Agricultural and Technical Institute at Morrisville on June 4th–6th was attended by 325 members and advisers representing 257 chapters and 5743 members affiliated with the state and national organizations. The state association is sponsored by the Bureau of Home Economics Education of the State Education Department.

Vera Graunke, state president and a pupil at Sayville High School, presided at the business session. Dr Hazel Frost, professor of home economics education, Brooklyn College, and former national adviser of Future Homemakers of America, led a panel discussion on "Teenagers the World Over."

Guidance Bureau Studies Dropouts

As a part of the endeavor of the State Education Department to assist interested local schools in their study and attack on the problem of dropouts, the Bureau of Guidance of the Division of Pupil Personnel Services, has been designated to plan and participate in a special project toward this objective. This project will involve a representative number of schools in a cooperative effort to improve their holding power through a continuous study of youth in school.

To assist schools in getting a truer picture of their present holding power, an identification method for obtaining a more adequate understanding of the drop-out problem and ways to combat it has been developed by the Bureau of Guidance.

For the collection of data on individual pupils no special cumulative record form is being recommended, in the belief that a growing number of schools have forms already in use which will serve the purpose of this study. Participating schools will be asked to check their cumulative record forms against a Record Check List in order to determine the adequacy of local pupil records for this purpose. In some cases participating schools will need to make necessary additions to their pupil records to provide for comparable data among the project schools. Each year a form, Pupil Holding Power Data, will be completed for individual pupils in the project group and at the close of each school year participating schools will prepare a Holding Power Summary Sheet for the project group.

Participating schools will begin with the 1953–54 sixth grade group and follow the progress of each boy and girl through the six years of the secondary school.

At present between 90 and 100 school systems in the State have taken the first steps in initiating this long-term project. Selection of this representative sample of school systems has been made on the basis of interest, size, type and location. Staff members of the Bureau of Guidance have visited each of these participating schools this spring to discuss the overall project and to assist in the first steps of this program. This spring the project schools are paying particular attention to their programs of elementary-secondary school articulation and are also making plans for the orientation of the pupil group which will enter the seventh grade next fall. Bureau of Guidance staff members will continue to revisit participating schools each year during the course of the project to assist administrators, guidance personnel and other school staff members in planning and providing for continuous improvement of guidance services.

Becomes Professor Emeritus

Dr Clyde B. Moore will become professor emeritus of education at Cornell University on July 1st but will continue to serve as president of the Ithaca Board of Education and as president of the New York State School Boards Association and chairman of the New York Educational Conference Board.

Higher Education

Chancellor Appointed

Dr Clifford C. Furnas, director of the Cornell Aeronautical Laboratory in Buffalo, was appointed chancellor of the University of Buffalo on April 30th. The appointment will become effective September 1st. Doctor Furnas will succeed Dr T. R. McConnell, who is resigning to conduct a survey of higher education in California and to become professor of higher education at the University of California.

A graduate of Purdue University, Doctor Furnas earned the degree of doctor of philosophy at the University of Michigan and received the honorary degree of doctor of engineering from Purdue University.

After doing research work for the Illinois Steel Company and the United States Bureau of Mines he became associate professor at Yale University and in 1941–42 coordinated a research program for the National Defense Research Committee. He was appointed director of the research laboratory of the Curtiss-Wright Company in Buffalo in 1943 and when this laboratory was given to Cornell University in 1946 he became executive vice president and director of it. He is the author of many technical and educational articles and several books.

Staff Changes

Howard W. Crocker was promoted April 9th to associate public records analyst.

Melvin G. Reed received provisional appointment April 16th as assistant librarian (book information).

College Library Problems

The first report of the Regents' Committee on Integration of College and University Library Resources is completed and is about ready for distribution to the colleges of the State.

The report is unique in attempting to define the areas of responsibility of the college library and the library services needed which are beyond the capacity of the college library. On the basis of this analysis, the committee makes a number of recommendations, the principal one being that the State Library serve as a "library's library" to furnish to college libraries those services they should not generally be expected to offer.

Charles M. Armstrong of the Division of Research has assisted the subcommittee on college libraries in a questionnaire survey of college libraries and in visiting a limited number of these libraries.

The subcommittee on college libraries consisted of Eileen Thornton, Vassar College, chairman; the Rev. Barnabas Abele, St Bernardine of Siena College; Dr Felix E. Hirsch, Bard College; Charles Penrose, Clarkson College of Technology; and Helmer L. Webb, Union University.

President Resigns

Dr Lewis Eldred has announced his resignation as president of Elmira College effective July 1st. He will become vice president under a reorganization plan which will leave him in charge of the college's academic affairs. He has been president of Elmira College since 1949.

Department Staff

Deputy Commissioner Honored

At a dinner meeting of the Capital District Chapter, American Society for Public Administration, held May 11th at Albany, Dr James E. Allen jr, Deputy Commissioner of Education, received the Charles Evans Hughes annual award for outstanding service in public administration. Regent Alexander J. Allan jr presented Doctor Allen with a plaque in recognition of his significant work in educational administration in 1953.

Nominations for the award were submitted by departments of State Government and by professional organizations. The award winner was selected by a committee composed of Senator Walter J. Mahoney, temporary President of the Senate, Chairman, Senate Finance Committee, and Chairman, Temporary Commission for the Coordination of State Activities; Oscar Taylor, President of the State Civil Service Commission; T. Norman Hurd, Director of the State Division of the Budget, Edward F. N. Uthe, Executive Secretary, Association of Towns of the State of New York; and Nelson H. Carpenter, Assistant Director of Personnel, Niagara Mohawk Power Corporation.

The nomination of Doctor Allen stressed his contributions to public administration in improving state-local fiscal relationships; in effectively handling the Education Department's legislative program for education; in conducting effective liaison with other state agencies; and in reorganizing the State Education Department and strengthening its administrative staff services. In making the award the selection committee noted that Doctor Allen has consistently shown qualities of leadership, diplomacy and competence and his accomplishments bear witness to the fact that he has utilized these qualities toward the improvement of public administration.

Crabtree Selected for Study Tour

Arthur P. Crabtree, associate in adult education and head of the civic education section of the Bureau of Adult Education, has been selected by the Adult Education Association of the United States as one of five national representatives to make a two-month study tour of Europe this summer. The tour is being financed by the Fund for Adult Education.

Mr Crabtree and his associates will fly to London on July 7th, where they will be joined by a similar group representing the Canadian Association for Adult Education. The tour will include seminars with adult education leaders in England, Denmark, Switzerland, Sweden, Austria, France and Italy. The group will return September 4th to report to their sponsoring adult education associations in Canada and the United States.

Educational Notes

Retiring Teachers Greet Former Pupil

Courtesy of the Genesee Country Express, Dansville

Mrs Rosemary C. Shepard, now a fourth grade teacher in Dansville Elementary School, talks with three of her former teachers who are retiring from the Dansville faculty this year. May Hawk (second from left), her first grade teacher, retiring after 47 years of service; Leona M. Wicks, her fourth grade teacher, who has completed 35 years; and Mrs Victoria C. Lewis, her fifth grade teacher, who has rounded out 31 years of teaching.

Board Clerks Will Go to School

The tenth annual Institute for School Board Clerks will be held at Syracuse University August 9–11, 1954. Cosponsored by Syracuse University and the Bureau of Field Financial Services of the State Education Department, this school is conducted to help clerks of boards of education solve problems which confront them in their daily service to schools.

Building Plans Approved

Plans for new school buildings and major additions approved during April by Commissioner of Education Lewis A. Wilson upon recommendation of the Division of School Buildings and Grounds include the following:

Webster, Monroe county, additions and alterations to West Webster Elementary school, $329,617

Warrensburg, Warren county, alteration and addition to central school, $224,500

Newark Valley, Tioga county, new elementary school and addition to central school, $576,540

Schuylerville, Saratoga county, new junior-senior high school, $1,180,000

West Seneca, Erie county, new Orchard Park Elementary School, $1,120,000

District 3, Irondequoit, Monroe county, new List Avenue Elementary School, $198,000; new Somershire Drive Elementary School, $225,300; new Rogers Parkway Elementary School, $190,800

Amherst, Erie county, new junior high school, $2,883,000

District 1, Corning (East Corning), Steuben county, new elementary school, $324,000

Irvington, Westchester county, new gymnasium building, $272,000

Gates-Chili No. 1, Monroe county, addition and alterations to Washington Irving School, $299,000

Dolgeville, Herkimer county, new junior-senior high school including eight elementary rooms, $1,080,000

Hinsdale, Cattaraugus county, addition and alteration to central school, $297,500

Nyack, Rockland county, new elementary school and alteration to existing building, $352,240; addition to Valley Cottage Elementary School, $230,950

Kenmore, Erie county, new Thomas A. Edison Elementary School, $1,750,000

Massapequa, Nassau county, addition to Unqua School, $400,000; additions and alterations to Parkside School, $700,000; additions and alterations to Fairfield School, $770,000

Copenhagen, Lewis county, additions and alterations to central school and bus garage, $320,000

Fairport, Monroe county, new K–6 elementary school, $1,775,000.

Edgemont, Westchester county, new junior-senior high school, $1,728,320

Corning, Steuben county, new East End Elementary School, $974,000; new West End Elementary School, $990,000

Doctor Klieger Resigns

Dr Philip A. Klieger of the Bureau of Health Service, resigned to accept an appointment as assistant medical director of the National Jewish Hospital at Denver, Colo., starting May 15, 1954.

Doctor Klieger was appointed senior supervisor of school health services on July 16, 1949. He remained in this position until 1951, when he was put in charge of the Bureau of Health Service. Since December 1953, Doctor Klieger has been associate in school health service.

New Health Service Forms

The annual report forms for reporting health service in the schools have been mailed to each city, village and district superintendent. These forms have been revised as to content and reduced in size after careful consideration and study and with the benefit of many helpful suggestions from the field. It is expected that the new system of tabulation of statistics by machines will make it possible to return the statistics to the schools months earlier than in past years.

With this issue of the Bulletin to the Schools, publication is suspended until September. An index to volume 40 will be prepared and will be sent upon request to the Bureau of Publications.

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